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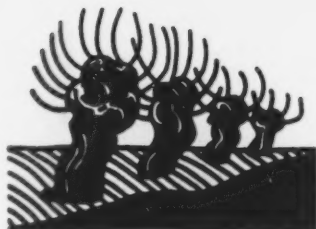
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ABSTRACT

Peace studies explores organized non-violence and violence; their relationships to society, behavior, and consciousness; and ways of working toward a just and harmonious world community. Noting a fairly rapid growth in peace studies courses on college and university campuses during the last half of the 20th century, this report provides a description of the form, special structures, and programs of peace studies in colleges and universities in Western Europe and North America. The document describes a rich array of peace studies programs and course offerings, especially those that focus on conflict resolution. These programs rely heavily on voluntary efforts by dedicated individuals and have had too little, long term, institutional funding. A 48-item reference list concludes the report. (EH)

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Peace Studies in the West

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PEACE STUDIES IN THE WEST

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According to one definition, Peace Studies explores organized non-violence and violence; their relationship to society, behavior, and consciousness; and ways of working toward a just and harmonious world community. Peace Studies in Western Europe and North America has seen a fairly rapid growth in the last half of the twentieth century on college and university campuses. Those concerned about violence are turning to education as a means to heighten awareness about the problems of violence, to stimulate research into alternative forms of dispute resolution, and to promote nonviolent alternatives. The three authors of this report provide a description of the form, special structures and programs of Peace Studies in colleges and universities in Western Europe and North America. Although a rich array of peace studies programs and course offerings are noted, with a recent interest especially in conflict resolution, there is at present a heavy reliance on voluntary efforts by dedicated individuals and too little long-time institutional funding.

Peace Studies in the West

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Peace Studies in Western Europe and North America has seen rapid growth in the last half of the twentieth century (Stephenson, 1989). In this region of the world, often referred to as "the West," peace studies has had a dynamic history on college campuses, ebbing and flowing with the rise and fall of interstate rivalries (Stomfay-Stitz, 1993; Thelin, 1994). Following periods of intense wars (hot and cold) academics have organized peace studies programs and courses at colleges and universities on both sides of the Atlantic. These academic programs flow from peace movement efforts to bring to the consciousness of politicians and the general public nonviolent alternatives and the cessation of war. Fifty years after the first Atomic bomb was dropped upon Hiroshima, the existence of 200 peace studies programs on college campuses in North America and West Europe provides powerful testimony for the desire of human beings to avoid Armageddon by studying peaceful ways to resolve conflicts.

Academic programs that teach about and research peace are gaining a foothold on college campuses. In the latter half of the nineteenth century and the first half of the twentieth century much of the peace related activities on campuses in the United States revolved around student groups, visiting speakers, and demonstrations (Fink, 1980). In 1948 at Manchester College in North Manchester, Indiana the first academic program in peace studies began at a small liberal arts college sponsored by the Brethren church. Peace research institutes were established in Europe in the nineteen sixties. The Peace Research Institute, Oslo (PRIO) began in 1959. As a response to the Vietnam War, Manhattan College, a private Catholic college in New York City, began its peace studies program in 1968, while Colgate University in upper New York state started a program in 1969. In England the first department of peace studies was founded at Bradford University in 1973. In the 1970s quite a few campuses offered courses relating to the war in Vietnam. On these campuses faculty organized courses around academic programs, mostly minors, that enabled students in a concentrated way to study the problems of war and peaceful resolution of conflicts. Many of the faculty who created these programs were responding to student demand to create courses of study that had relevance to their lives. In these early days of peace studies some of the course work focused on new approaches to a world order (Falk & Mendlovitz, 1982).

In the 1980s peace studies saw a huge growth on college campuses as a result of a growing alarm about the production and threatened use of nuclear weapons. Concern about the fate of the planet created a host of new courses and programs aimed towards promoting global survival (Kohn & Badash, 1989). At the same time peace research became an important field of academic inquiry (Thomas & Young, 1989, p. 45). A survey conducted in England early in the nineteen eighties identified key components of peace studies during this period of concern about nuclear arms build up (Rathenow & Smoker, 1983). The topics included in peace studies programs were ranked in the following order: violence and war, the nuclear arms race, international understanding, international conflict, aggressive tendencies in human nature, disarmament, discrimination against minorities, group conflicts, nonviolent action, inequality, defense policy, group dynamics, environmental damage, cultural integration, the distribution of social commodities, and structural violence. At that same time on the other side of the Atlantic, the I.N. Thut World Education

Center at the University of Connecticut printed an annotated bibliography of conflict resolution and peace studies based on the following typology of conflicts—interpersonal, intrapersonal, intergroup, and international (1981). By the middle of the nineteen eighties peace studies courses in Western Europe and North America focussed mostly on international conflict and the threat of nuclear destruction (Wien, 1984).

With the end of the cold war the emphasis of peace studies courses on college campuses has shifted somewhat from international politics to the domestic scene to cover issues of structural, domestic, and civil violence (Harris, 1993). In 1991 the United States Institute of Peace published *Approaches to Peace: An Intellectual Map* (Thompson, Jensen, Smith, & Schroub) which lists the following headings for the study of peace—traditional approaches (collective security and deterrence), international law approaches (international law, interstate organizations, third-party dispute settlement), new approaches (transnationalism, behavioral approaches, conflict resolution), and political systems approaches (internal systems and systemic theories/world systems). This diversity is reflected in *Peace and World Security Studies* (Klare, 1994) which listed the following headings for peace studies courses—war, conflict, and peace in the post-Cold War era; the new nuclear agenda; north-south relations; conflict resolution; international law; psychology and peace; the economics of peace and security; development, debt, and global poverty; the environment, population growth, and resource scarcity; human rights; race, ethnicity, and conflict; feminist perspectives on peace, militarism, and political violence; nonviolence, peace movements, and social activism. The breadth of peace studies courses and programs has reflected in a broadening of the concept of security as described by Carolyn Stephenson:

Perhaps most significant in examining new approaches to peacemaking is to examine the underlying changes in our conception of *security*, and in the practices of the systems we have designed to provide it. Whereas "national security" was once virtually the only conception of security that we could talk about, we have come to acknowledge the relationship between national security and both international and individual security. We have moved from reliance on a balance-of-power system, to collective security, to collective defense, and then to common security, with the present international security system representing some mixture of all of these. (Stephenson, 1994, p. 16.)

Stephenson went on to state that in the post cold war period peace studies professors were teaching about collective security, common security, environmental security, and comprehensive security. This shift in emphasis in peace studies reflects an attempt by scholars to move from research and teaching about negative peace, the cessation of violence, to positive peace, the conditions that eliminate the causes of violence.

At the close of the twentieth century peace studies has acquired the following definition:

an academic field which identifies and analyzes the violent and nonviolent behaviors as well as the structural mechanisms attending social conflicts with a view towards understanding those processes which lead to a more desirable human condition. (Dugan, 1989, p. 74.)

Another definition from Binghamton University states that peace studies "explores organized nonviolence and violence; their relationship to society, behavior, and consciousness; and ways of working toward a just and harmonious world community" (Forcey, 1989, p. 7).

Peace studies courses and programs address the effects of political and social violence, the causes of this violence, and what can be done to resolve conflicts peacefully. The rapid growth in these programs in colleges and universities in North America and Western Europe reflects alarm about growing levels of violence (the nuclear threat, low intensity conflict, the cost of the arms race, environmental destruction, domestic violence, ethnic and regional conflicts, etc.) Those concerned about violence are turning to education as a means to heighten awareness about the problems of violence, to stimulate research into alternative forms of dispute resolution, and to promote nonviolent alternatives:

The solution to the problem of war requires, therefore, nothing less than changing the way people think all over the world. A corollary, however, is the necessity to first change our own way of thinking. We cannot force others to change at such a fundamental level. People change from within, as a result of gaining a new appreciation of the implications of not changing. (Sackman, 1989, p. 89.)

In order to eliminate the threats of war, violence, and environmental destruction, a new way of thinking will be required, a transformation of the human animal from a brute using violence to get one's way to a compassionate, caring person who understands how to manage conflicts

without resorting to force. Professors involved in peace studies at colleges and universities provide students knowledge and skills so that they can promote that transformation.

The authors of this essay will provide a description of the form, special structures and programs of peace studies in colleges and universities in Western Europe and North America. This study is part of a UNESCO project which attempts to provide a study of peace education at the university level in different regions of the world. This contribution will first present peace studies programs in the United States, then programs in Canada, and Western Europe.

Ian Harris prepared the original draft with introduction and the section on the United States. Larry Fisk and Carol Rank added their sections on Canada and Western Europe.

UNITED STATES

Peace studies in the United States has experienced a dramatic growth in the latter half of the twentieth century. During the Vietnamese War in the 1960s and '70s, various campuses started offering peace studies courses, noncredit teach-ins, and even peace studies programs where a student could major or minor in the study of peace, irenology. The third edition of *Peace and World Order Studies* (Feller, Schuenninger, & Singerman, 1981) lists 75 colleges and universities in the United States with peace studies programs. The Consortium on Peace Research, Education and Development (COPRED) has kept a directory of peace studies programs. In 1986 COPRED's Directory listed 100 programs. At the end of the 1980s one expert in the field estimated that 300 colleges and universities in the United States offered peace studies courses and 150 had some kind of peace studies program (Forcey, 1989).

Peace studies takes place at all different levels of university life in the United States. The 1995 COPRED Directory lists 136 colleges and universities in the United States with peace studies programs. Forty-six percent of these are in church related schools; 32% are in large public universities; 21% are in non-church related private colleges; and 1% are in community colleges. Fifty-five percent of the church related schools that have peace studies programs are Catholic. Other denominations with more than one college or university with a peace studies program are Quaker, Mennonite, Brethren, and United Church of Christ. One hundred sixteen of these programs are at the undergraduate level, 21 at the graduate level. Fifteen of these colleges and universities had both undergraduate and graduate programs.

It is always difficult to get a precise count of peace studies activities because of the variety of approaches to studying problems of war and peace. For example, peace studies programs go under the rubric of "education for world citizenship," "nuclear age education," "security studies," "development education," "human rights education," and "international relations" (Harris, 1988). Peace studies programs also take many different forms, ranging from a graduate program that supports teaching and research on the problems of war and peace at Cornell University (New York), to a Conflict Resolution Center at the University of Tennessee. Various peace studies courses are offered within centers like the Center for International Security and Arms Control at Stanford (California), or

the Center for Humanistic Future Studies at Western Michigan University, or the Program in Health Science and Human Survival at the University of California in San Francisco.

Much of the peace studies activity on college and campuses is not clearly visible as professors who infuse peace material into courses do not offer special courses with the title peace in them (O'Hare, 1983). For example, several small liberal arts colleges offer an introductory course requirement to all incoming students which infuses peace and justice themes (Harris, 1993). These schools tend to be religious schools, whose offerings in peace and justice complement their Christian missions.

Some professors have argued that the field of international relations was developed with a peace studies focus to avoid war. As Boulding (1972) has pointed out, the peace studies field was initiated by scholars who were "consciously separating themselves from the older discipline of international relations" (p. 472). Although peace studies started out on most college campuses within departments that had an emphasis on international relations, it has developed a broad base on colleges and universities in the United States. In a culture that venerates cowboy behavior and experiences high levels of violence, scholars on university campuses are trying to apply the insights of nonviolence to diverse settings. Professors on campuses in the United States interested in teaching about peace adjust to the fluid dynamics of daily television news which broadcast gripping stories about violence in Bosnia, the Middle East, Africa, Latin America, or the American home. While the original emphasis may have been on the war in Vietnam, the focus of peace studies in the 1980s has shifted to the nuclear threat, and in the 1990s to problems of domestic violence, both crime in the streets and domestic abuse. To be sure, most of the peace studies courses in the United States focus on issues of global survival. Burns Weston has stated:

Peace and world order studies has as its geopolitical focus the global community rather than the nation-state system; primary actors are not just nation-states and government elites but instead range from individuals to transnational organizations; and, most importantly, policy goals are not viewed in terms of the maximization of national power and wealth, but in terms of the maximization of human well-being and fulfillment in the world community as a whole. (Quoted in Rank, 1993b, p. 31.)

Scholars from a diversity of disciplines have a rich history of

teaching components of conflict resolution and practice. In a survey conducted a decade ago, Wehr (1986, p. 4) found that 294 institutions of higher learning offered 838 courses focusing on conflict resolution. In the 1990s there has been an upsurge in interest in conflict resolution on college campuses in the United States. More than 50 college campuses have campus mediation programs. University-based conflict resolution programs provide mediation services to students but also reach out to the broader community helping residents handle disputes (Volpe, 1994). Nine universities offer graduate programs in dispute resolution while another eight are planning new graduate degrees in this area (*The Fourth R*, 1995, p. 13). Three of these programs are being started in law schools. Nova Southeastern University in Florida has a Department of Dispute Resolution with four full-time faculty members who offer a Ph.D., M.S., and a graduate certificate in dispute resolution. Students explore alternative methods for the resolution of disputes, wherein parties achieve consensual agreements based upon the principles of nonviolence, equity, dignity, and the appreciation of human diversity.

In 1994 the Center for Disease Control in Atlanta issued requests for proposals to start education programs that will serve as a deterrent to juvenile crime and homicide. These proposals are attracting the interest of professors in fields as diverse as social work, criminal justice, and nursing. Concerns about domestic violence, both in the home and in civic society, have created in the 1990s a whole new branch of peace studies that focuses on violence reduction.

The 1982 Curriculum Policy Statement (currently undergoing revisions), which sets the standards for social work education, points to opportunities for linking peace, social justice, and nonviolent conflict resolution with the Council on Social Work Education requirements. Principles of social and economic justice are emphasized, including an ongoing quest for progressive social change related to the consequences of oppression. In 1994 the National Association of Social Workers mandated the teaching of peace and conflict resolution programs as a part of undergraduate training in social work:

Given the reality of global problems impacting on the lives of people, it is vital that the social work profession incorporates within its education and practice the overarching philosophical theme of peace. The profession needs to direct its energies towards constructive efforts and conflict

resolution, people-centered development, empowerment, and the commitment for social justice and non-violent change. (Van Soest, 1992, p. 13.)

Social workers in the field are running into such high levels of violence that they are feeling unprepared to deal with it and are turning to universities and colleges to help train future social workers to manage conflicts on their jobs. The international code of ethics for the professional social workers states that a social worker "has the responsibility to devote objective and disciplined knowledge and skill to aid individuals, groups, communities, and societies in their development and resolution of personal-societal conflicts and their consequences" (Van Soest, p. 187).

Medical schools are even getting into the peace studies field as they see high levels of murder in inner city areas as a public health hazard requiring a preventative educational solution, such as when the American medical society launched in 1970 an educational campaign to alert people to the dangers of smoking. Over 34,000 people each year in the United States are murdered by handguns (Baker, O'Neill, & Karpf, 1992). The hope is that by learning about peace, nonviolence, and conflict resolution, the murder rate will decrease (Prothrow-Stith, 1991).

This brief summary of these diverse and creative activities on the part of university professors in the United States to use their skills to provide students with knowledge about how to mitigate the spread of violence will cover four main areas—courses, undergraduate degree programs, graduate programs, and non-degree granting consortia and related programs.

Peace Studies Courses

A peace studies course allows students to study violence, to understand the conditions for positive peace, and to learn about efforts to resolve conflicts peacefully. Content in such courses covers why people die from social and political conflict. What have humans done in the past and what is currently being done to resolve such conflicts? Most peace studies courses have an international dimension emphasizing that both local and national conflicts have roots in an international political system. Conflict arises as individuals compete for power within social groups, state systems, and/or ethnic groups. Violence also occurs as people struggle for resources. Peace studies courses elucidate the effects of conflict upon

individual humans, social and political systems, or the natural environment. Students in peace studies courses learn about different ways that humans exploit and dominate both each other and the natural system. They give students an understanding of the efficacy of nonviolent approaches to resolving conflicts and the conditions that must be met to establish a just and lasting peace.

Every college campus in the United States has courses that comply with this definition, where some professors are focusing on how human beings use peaceful strategies to overcome problems of violence. Such courses have titles like "Foundations of American Diplomacy," "Non-violent Social Change," "Human Rights in the World Community," "Urban Violence," "Conflict and Conflict Management," "International Conflict and Peacemaking," "Foreign Policies of Modern Nations," and "Aggression." Whether or not they are peace studies courses depends upon the instructor. Under the tenets of academic freedom which govern university relations, a professor has a right to teach a course as he sees fit. The same course taught by two different professors could have various emphases. In a peace studies course a professor would point out ways that humans have used peace strategies, "peace through strength," "peace through justice," "peace through politics," "peace through pacifism," "peace through negotiation," and "peace education" to address problems of violence mentioned in that course.

A rich collection of pedagogical essays and syllabi for peace studies courses in the United States has been published under the title "Peace and World Order Studies: A Curriculum Guide" or "Peace and World Security Studies: A Curriculum Guide." An analysis of the three latest of these (Klare, 1994; Thomas & Klare, 1989; Wien, 1984) provides a picture of where in the university peace studies courses are housed. In the sixth edition 90% of the courses had an international focus, while one third of the courses were offered in departments of political science. Of the 100 courses in the fifth edition, 24% were in political science departments, while five percent of the courses were in international relations or international studies departments. In the fourth edition half the courses had a global focus; 16% were housed in a political science department, 6% were in International studies; and 9% were interdisciplinary. Other peace studies courses were housed in departments of anthropology, communications, economics, engineering, English, geography, government, history, home economics, law, politics, psychology, religion,

sociology, and urban studies. Many peace studies courses on college campuses in the United States are offered through interdisciplinary programs, and/or departments such as African American studies, developmental studies, environmental studies, future studies, international studies, Latin American studies, or an Institute for Policy Studies. An example of such a course offering would be "International Politics and Regional Conflict" offered by the Center for Interdisciplinary and Special Studies at the College of Holy Cross (Massachusetts).

Many courses in the fifth edition are offered by separate peace studies programs and not traditional departments. For example, the course "Global Security, Arms Control, and Disarmament" at Notre Dame University (Indiana) was listed as being offered by the Institute for International Peace Studies; "Introduction to Peace Studies: Violence and Nonviolence" was housed in the Peace Studies Program at Colgate University (New York); "Human Rights and Economic Development" was credited to the Center for the Study of Human Rights at Columbia University; "Draft Resistance in U.S. History" was offered by the Program on Nonviolent Conflict and Change at Syracuse University (New York); and "The Press and the Arms Race" originated in the Center for War, Peace, and the News Media in the Journalism Department at New York University. The existence of these centers and programs points out a remarkable aspect of colleges and universities in the United States, that professors can create special structures to reflect their research interests and respond to public concerns about peace and security.

Many colleges and universities in the United States are developing introductory peace studies courses that are starting to define the key elements of this burgeoning academic field. These courses discuss the realities of war and violence, what is peace and conflict resolution, and how nonviolent strategies create peace. They allow students to examine the causes of violence and peace as well as introduce students to key concepts and people (Murray, 1994).

A brief review of these courses indicates the breadth of peace studies in the United States. In many disciplines, there are special interest groups that focus on war, peace, and conflict resolution, so that professors receive support for peace-related research interests. In addition to these specific courses identified as peace studies courses, there are professors on many campuses infusing peace and justice concepts into their regular course offerings (Johnson, 1986). Not all universities have focused these

courses into a coherent academic program. A single course taken here or there does not give a student a very complete picture of how to address the problems of violence. Students just taking one course may not acquire the same appreciation for the importance of peace strategies as provided when a college or university offers an academic program in peace studies.

Undergraduate Peace Studies Programs

Undergraduate programs in peace studies in the United States take many different shapes. According to the 1995 COPRED directory, 41% of them are minors, like the minor at Colorado College in nonviolence, where students examine sociological causes of conflicts and their environmental impact. At the University of California at Irvine the Center for Global Peace and Conflict Studies offers a minor to prepare students who will be decision makers of the future. This center is supported by three endowed peace studies chairs.

Twenty-three percent of the undergraduate programs provide majors, most of which are interdisciplinary. The Bachelor of Arts degree at the City University of New York allows students to examine fundamental, enduring, international issues in an interdisciplinary fashion: war, peace, equitable development, prudent resource management, and cross cultural understanding. Peace and Conflict Studies at UC-Berkeley (PACS) provides a major to students interested in "defining and working towards lasting peace and social justice." The major consists of an introductory course, four core courses, six courses from an area of concentration, an integrative seminar, an internship, and a senior seminar. Berkeley's *Directory of Peace Scholars* lists 68 faculty involved with peace related university activities (Kohn & Badash, 1989, p. 33). One full time faculty member, Jerry Saunders, coordinates the programs.

Kent State in Ohio has a full undergraduate department of peace studies run by faculty at the Center for Peaceful Change that was established in 1981 as a memorial to students killed by the National Guard on that campus in 1970. The purpose of the program is to provide students with theoretical background as well as technical skills in non-violent conflict resolution within both public and private organizational settings. While this program originally focused on social change movements, it now emphasizes alternative dispute resolution theory and practice.

Twenty-two percent of the undergraduate programs offer concentrations in peace studies, like a concentration offered at the Center for

International Studies at the University of Dayton (Ohio). This program seeks to promote the study of developing countries and global development as a means for peace, through the study of anthropology, sociology, economics, philosophy, religion, and political science. The concentration exists within the international studies major. The department of sociology at the University of Colorado at Boulder offers a concentration in social conflict that trains students in theories of social conflict, the practice of conflict resolution, and research on conflict processes. At Beaver College in Pennsylvania students can take a semester abroad in peace studies through the European University Center for Peace Studies in Austria. At Depauw University in Indiana a peace studies concentration educates students about conflict at all levels. It has an introductory course, "Multidisciplinary Introduction to Conflict Theory and Analysis."

Fourteen percent of the undergraduate peace studies programs in the United States offer a certificate, like the peace studies program at Georgetown University (Washington, D.C.) which offers students an opportunity to develop a structured program of interdisciplinary studies which integrates research, action, faith, and morality. The John Jay College of Criminal Justice at City University of New York offers a peace studies certificate through a dispute resolution program designed to provide students with a understanding of the conceptual issues of conflict and conflict management, the skills necessary to act effectively as a dispute resolver, and opportunities to apply knowledge and skills in applied situations through internships. Many certificate programs require 18 credits of course work in peace studies and an internship or practicum.

Tufts University in Massachusetts, just outside Boston, has a Peace and Justice Studies program that offers a certificate to students as a complement to their regular major. The program consists of eight courses, four core and four elective courses. An introductory course explores the major themes of peace primarily through an investigation of nonviolent social movement. Both current and earlier mobilizations are considered, for example, environmental justice movement, autonomous feminist movement, and movements at the turn of the 20th century. Intermediate courses are "Sociology of War and Peace" and "Sociology of Social Movements." Advanced courses are a field placement and a senior integrative seminar. Four electives are chosen from a list of selected courses.

Several colleges and universities in the United States offer both an

undergraduate major and graduate degree in peace studies. One example is Earlham College in Indiana. In 1976 faculty concerned by the psychological and sociological origins of war at this small Quaker college in Indiana established Peace and Global Studies (PAGS). Currently, the program offers an interdepartmental major requiring students to take four introductory courses—"Culture and Conflict" (taught from an anthropological perspective), "Politics of Global Problems" (taught by a political scientist), "Intro to Capitalism and Socialism" (taught from an economics perspective), and "Ethics and the World Food Problem" (taught from a philosophical perspective), and an internship. Majors must in addition finish four upper division peace related courses and a senior seminar. The program has a strong positive peace orientation and includes opportunities for foreign study in Jerusalem and Northern Ireland. A peace studies committee consisting of students and faculty meets on a weekly basis to discuss programmatic issues, to formulate policy, and to plan public events. A director administers the program, promotes the major, oversees its budget, and handles student advising. In addition, the graduate school of theology at Earlham College offers a masters degree with an emphasis on peace and justice.

Syracuse University also offers both undergraduate and graduate programs in peace studies. In 1970 faculty on this campus created a Program in Nonviolent Conflict and Change (PNCC) which focuses on the general area of conflict resolution. The undergraduate major in nonviolent conflict and change requires thirty-three hours, while a minor can be earned with 18 core credits. Core courses include "An Introduction to Nonviolence," "Nonviolent Action and Social Change," "Nonviolent Social Action: What it is and How it Works," and "Nonviolent Conflict Intervention." Faculty from other departments serve as advisers, while the program is directed by Neil Katz whose academic "home" is in the Maxwell School for Public Affairs. At a time when general enrollment in liberal arts programs has been declining, both undergraduate and graduate programs sponsored by PNCC have seen dramatic increases in recent years. For the past 15 years people from all over the country have attended a summer program run by PNCC on alternatives to violence, focused on topics such as "Creative Conflict Management," "Communication and Problem Solving Skills," "Negotiation and Mediation Theory and Practice," and "Conflict Management for Leaders, Individuals and Groups."

Graduate students at Syracuse can earn an interdisciplinary social science Ph.D. with a concentration in Nonviolent Conflict and Change. Growth of interest by faculty in these topics can be attributed to a monthly faculty theory building seminar on conflict resolution. Syracuse University received in 1986 a \$200,000 grant from the Hewlett Packard foundation and has used this money to establish PARC (Program on the Analysis and Resolution of Conflict) that has broadened peace studies efforts on that campus by bringing in outside speakers and creating open forums for the public.

Graduate Programs in Peace Studies

Of the 30 graduate programs listed in the 1995 COPRED directory, 11 are in the field of conflict resolution, 6 in theology, 5 in global studies, 3 in peace education, 3 in conflict analysis, one in social conflict, and one in peace and justice studies. A law school at Willamette University in Oregon has a Center for Dispute Resolution that offers courses in negotiation, mediation, arbitration, and introductory and advanced courses in alternative dispute resolution.

The Spark M. Matsunaga Institute for Peace at the University of Hawaii offers a masters in conflict resolution that seeks better ways to understand and deal with dimensions of social conflict. Its particular focus is on cross cultural conflict and its resolution. The University of Denver in Colorado offers concentrations in both masters and doctoral programs in development studies, international technology management, global conflict analysis, and human rights. The Institute for the Study of International Organizations at Long Island University in Brooklyn has granted graduate students certificates from the United Nations Graduate Certificate Program which offers training and extensive background information in the United Nations system and its specialized agencies.

The Institute for International Peace Studies at Notre Dame offers a masters and a doctoral degree in peace studies. The International Scholars program run by this Institute brings together international students to live and study topics on reducing conflict and eliminating human injustice. The institute, which has been generously endowed, also offers a visiting Fellow's program, which brings scholars and practitioners to the Institute on a short-term basis to write, lecture, and research.

George Mason University in Fairfax, Virginia offers a masters and doctoral degree in conflict resolution. The mission of the Institute is to

advance the understanding and resolution of significant and persistent human conflicts among individuals, groups, communities, and nations. Students study theory, methods, and ethical perspectives of the field and then apply their understandings in laboratory/simulation courses, an internship, and an Applied Practice and Theory Program.

Masters degrees in peace studies that have their basis in religion or theology are at Iliff School of Theology in Colorado, Associated Mennonite Biblical Seminaries in Indiana, Bethany Theological Seminary, also in Indiana, Eastern Mennonite University in Virginia, Holy Names and Immaculate Heart College in California, Incarnate Word College in Texas, and Maryknoll School of Theology in New York. Most of these programs are very small and prepare ministers.

Three masters programs provide dispute resolution skills for teachers and people working in the field of education. The University of Cincinnati (Ohio) offers a peace education certificate at the masters or doctoral level which allows students to focus on problems of peace and social justice. Elective courses include, "Race, Class, and Criminal Justice," "Theory and Practice in Group Communication," "Geography and Social Problems," and "Social Change." At Teachers College in Columbia University students can earn either a masters or a doctoral degree in education with a concentration in peace education. At the University of Phoenix (Arizona) students through the Center for Professional Education can earn a certificate in peace studies which educates individuals in the field of conflict resolution.

Non-Degree Granting Consortia and Related Programs

Many universities and colleges in the United States have informal programs that allow students to study peace related topics. For example, Gettysburg College (Pennsylvania) favors the globalization of curricula. The major offered at that college resembles more a regional specialization of an International Studies degree than a peace studies track. At Fontbonne College in St. Louis (Missouri) the Center for Critical Global Issues does not offer any courses, but a lecture series, cultural events, and community-based programs. Wilmington College, a small Quaker college in Ohio, in addition to offering an interdisciplinary degree in peace studies, has established a Peace Resource Center that houses a Hiroshima/Nagasaki memorial collection providing a wide variety of audio-visual and printed resources for people interested in peace education. It has a

guest room for visitors who wish to do research on the peace collection. The Center publishes a quarterly newsletter which gives information on peace related activities and serves as a clearinghouse for peace education materials. At the University of Maryland in College Park a Baha'i chair for world peace has been established (through an endowment) as a part of the Center for International Development and Conflict Management.

Various colleges and universities in the United States have joined together into consortia to support peace studies. In California the Institute on Global Conflict and Cooperation on the University of California San Diego campus supports instructional programs in peace and security studies throughout the University of California system. The Institute is primarily research oriented. The Chicago Center for Peace Studies at Loyola University (Illinois) promotes peace research and peace studies at seven Catholic colleges in the Chicago area. The five College Program in Peace and World Security Studies (PAWSS) at Hampshire College in Amherst, Massachusetts is a multi-campus interdisciplinary program offering undergraduate courses, lectures, conferences, films, and internship stipends at Amherst College, Hampshire College, University of Massachusetts at Amherst, Smith College, and Mount Holyoke College. At the Georgia Institute of Technology a Consortium on Negotiation and Conflict Resolution involves 20 full time faculty from that university, the University of Georgia, Georgia State University, and Spelman/Morehouse colleges and allows students to study the generation of multi-party conflicts, various approaches to their resolution, and to develop new models for conflict resolution. Its focus is in three areas: 1) International conflict, which involves arms control negotiations and trade negotiations; 2) organizational conflict; and 3) public policy, which involves environmental issues, land use planning and management. The Wisconsin Institute for Peace and Conflict Studies organizes representatives from 20 public and private universities in the state of Wisconsin around an annual conference for the public, an annual student conference, and publishes a journal, *Viewpoints*.

These consortia allow faculty on different campuses to share resources, as well as to deepen their knowledge in the growing field of peace studies. Because most college faculty are not trained in peace studies, they need opportunities to learn about key issues, to share ideas, and receive support from peers. Such support is provided through these consortia, through COPRED at George Mason University in northern

Virginia, which has a university peace studies section, and the Peace Studies Association, located on the Earlham campus in Richmond, Indiana.

CANADA

Introduction

Many of the patterns which are apparent in the picture of peace studies in the United States are noticeable in Canada. Canadian universities, not unlike their American counterparts, responded both to the war in Vietnam and to the revived cold war in the 1980s with courses devoted to analyzing global conflict, studies of the arms race, and to questions of deterrence, arms control and disarmament. The same seminal effect of smaller church colleges has, like in the U.S., shaped Canadian peace studies where even today Conrad Grebel and Menno Simons colleges provide leadership in the study of peace and conflict resolution.

Another pattern which mirrors college campus peace studies in the United States is that of the dominance of the same disciplines in the sponsorship of peace studies. Political science or departments of political studies are the chief sponsors of core peace and conflict courses and this is true even if one chooses not to count among them courses in international relations, strategic studies or foreign policy per se. Considering the link which many peace studies courses and programs have with their parent church colleges, it is not surprising that departments of religious studies, comparative religion and theology carry a much larger number of peace studies courses than most academic disciplines. Some of the previous surveys of peace studies courses in Canada have overlooked this extremely important contribution simply because they were focused on social science linkages (Arnopoulos, 1991).

Periodic tallying of Canadian courses and programs to the extent that it is done is performed by what are essentially U. S. organizations. For example, even though the Consortium on Peace Research, Education and Development (COPRED) includes Canadian members and lists Canadian peace studies institutes in its directory there is a distance from the Canadian scene which does not meticulously capture the state of peace studies in Canada. Dedicated scholars like M. V. Naidu (1988) and Paris Arnopoulos (1991) as well as Matthew Speier (1987) have taken it upon themselves to piece together a portrait of university peace studies in Canada but they were always dependent as is COPRED on the good will of university personnel to reply to their surveys. The present study is indebted to their work, and, it should be noted, in the absence of funding and ample time (it does take at least six months to a year for proper

surveying of this kind) our own examination of Canadian peace studies does not embody a new survey. The information garnered here is based on those earlier reports plus personal correspondence, made efficient very often by electronic mail, and an examination of current university calendars. The number of Canadian universities (100) makes this perusal of calendars an onerous but still manageable task.

Peace Studies Courses

One of the problems in counting peace studies courses is the question of definition and setting the boundaries for what will be included or excluded. To tackle this problem in the Canadian context the authors have chosen to set a rather narrow boundary to include only those courses which make it clear that their subject matter deals, in part at least, with alternatives to armed conflict and violence. As the subtitle of one of Canada's peace studies courses puts it: "patterns of conflict, paths to peace."

The narrow and more precise definition of a peace studies course, particularly at the introductory level, includes attention directed to understanding the nature of war, violence, and conflict but also to determining appropriate alternatives. Such an inclusion as peace studies courses is based on the understanding that we must consider both negative and positive peace, direct and indirect violence, and individual and collective perpetrators of violence (Galtung, 1975) but always with some reference to war and peace.

The more peripheral courses may include, for example, those in psychology departments where the focus is on patterns of violence but as it relates to, say, family abuse, not war and peace; or courses in international relations, foreign and defense policy and strategic studies which examine military tactics and strategies but pay less attention to dispute settlement and peacebuilding.

Keeping in mind the disclaimers noted previously regarding the limitations of this study there are probably something over 100 peace studies courses in Canada which roughly fit the more narrow description indicated above. The number of courses fitting our more peripheral description numbers well over 200. Of the core courses about 40% have as their sponsor a department of political studies. Another 10 to 15% are sponsored by a religious studies, comparative religion or theology department, approximately 10% sponsored by a history department, another

10% by sociology departments and over 15% are interdisciplinary. Other distinctively peace studies courses number about 10 to 15 and are to be found in economics, philosophy or psychology departments and in education, particularly at the graduate level.

It is not always clear from calendar descriptions which courses may technically be called introductory but for those which are clearly so (approximately 12 to 15) their content has certain common elements like: the causes of war, the nature of the nuclear threat, disarmament and arms control, the nature of violence and aggression, non-violent alternatives and forms of conflict resolution and dispute settlement.

The distinctive peace studies courses seem to be evenly distributed throughout Canada numbering as they do over 30 in Ontario, at least a dozen in Quebec divided equally among French and English language offerings, 23 in the four western provinces, and 17 in the East.

Peace Studies Programs

The number of peace studies programs in Canada is very limited. At the undergraduate level there is only a handful of programs under which a student could receive a major or minor in the field. Major programs in peace studies are available through The University of Toronto, a major in peace studies through University College or a major in Peace and Conflict Studies through Erindale College. It is technically possible to work towards an honors B.A. in peace and conflict studies through a harmonization of courses at the two colleges but at the time of writing no student has yet chosen this avenue of study. Mount Saint Vincent University, Canada's only university dedicated to the education of women has in this past year become the first Atlantic Canada college with a major in peace and conflict studies. The only university in Western Canada offering a major in peace studies has been the University of Calgary (Alberta); however, this program has been suspended until further notice.

The University of Winnipeg through its affiliate Menno Simons College offers majors in either "International Development Studies" or "Conflict Resolution Studies." It is possible as well to do a double major in both programs which have as their core courses: "Introduction to Conflict Resolution Studies," "Conflict as Creative Catalyst," and "Models for Conflict Mediation." The University of Winnipeg (formerly United College of the United Church of Canada) bears witness to the place of religious traditions and structures in facilitating peace and conflict studies.

Concord College (formerly Mennonite Brethren Bible College) and Menno Simons College as well as the parent University of Winnipeg sponsor a disproportionately large number of peace and conflict courses for their size and in many disciplines: religious studies, but also history, philosophy, psychology and sociology.

Majors are also possible in military or strategic studies, in places like Royal Military College, Kingston, Ontario; the University of New Brunswick, University of Calgary, and York University, Scarborough, Ontario—where peace alternatives, questions of disarmament and arms control may be included. In addition programs of international development in places like Dalhousie and Saint Mary's in Halifax open themselves to the concerns of peace studies.

It is possible to obtain a minor in peace studies at McMaster University in Hamilton, Ontario or at Conrad Grebel College, University of Waterloo, Ontario and in fact Conrad Grebel has a well developed program including an honors minor. Conrad Grebel is an interesting case because the program is perhaps the oldest and best developed in Canada. The thoughtful choice of limiting students to a minor is out of respect for the contributions of other disciplines to the program and the subject generally. Students are encouraged to achieve a major in a related discipline and as long as this is the case the student may engage in an honors program combining that chosen discipline and peace and conflict studies. The influence of the Mennonites of this region of Ontario is very much at the heart of this program and the college has for over a decade housed "The Network: Interaction for Conflict Resolution" offering program and materials and sponsoring annual conferences on mediation and conflict resolution skills. The Loyola Peace Institute (Concordia, Montreal) is presently developing a minor in peace studies.

Graduate programs in peace and conflict studies are rare, if not nonexistent. There are no masters or Ph.D. programs in the arts and sciences. An aspiring student of peace, if she were interested in education, might put together an M.Ed., M.A., Ed.D. or Ph.D. program at OISE (the Ontario Institute for Studies in Education) in its Comparative, International and Development Education Centre where over one third of the faculty have international experience or in the Critical Pedagogy and Cultural Studies division which includes "Global Peace and Education" or focus on the "Political Economy of Education." Royal Roads University of Victoria, British Columbia (formerly Royal Roads Military College)

will begin a Master's program in Conflict Analysis and Management in April 1998.

It is also possible to work towards a Master of Theology degree in Christian Ethics including a focus on war and peace through the Waterloo Lutheran Seminary linked with Wilfred Laurier University in Waterloo, Ontario although calendar listings do not always include "war and peace" for any given year. Advanced studies are also possible in diplomatic history at Memorial University in St. John's Newfoundland.

Other Forms of Peace Education

There are a few institutes which provide peace education without offering academic accreditation, but Canada is bereft of consortia and non-degree granting institutions. Many of the institutions which support peace research and indirectly the health of university peace studies programs have been sponsored by the Canadian federal government and in a time of financial restraint they have been disbanded or seriously cut back in funding. It might be argued that peace studies in Canada has been overly dependent on the federal treasury and requires the diversity of private and public support seen in Europe and the United States. The leading sponsor par excellence of peace research in Canada, the Canadian Institute for International Peace and Security, was a victim of government cut backs and no longer exists. The Disarmament Fund associated with the federal Department of External Affairs has supported the Barton Awards, a series of \$14,000 Ph.D. scholarships and \$30,000 post-doctoral fellowships for research in international peace and security. These were the only major peace research awards in Canada but have been discontinued. Further adding to this bleaker perspective is the possibility that Canadian programs may have depended too much on the creative work of a limited number of committed academics. There is some evidence that as these leaders retire their programs may retire with them. If such is the case there may be some serious lessons for Canadians in the restructuring of peace studies in the future.

On a more positive note the federal government has established the Lester B. Pearson Canadian International Peacekeeping Training Centre at the former Armed Forces Base Cornwallis, Nova Scotia. In its first two years of operation the Centre has provided leadership in all aspects of peacekeeping and peacebuilding and has linked up with similar organizations world-wide. The Association of Universities and Colleges of

Canada (AUCC) and other sponsoring organizations in government, military and private sectors have offered internships at the Centre and while these awards come under the rubric of the Department of National Defense and constitute a military and strategic studies internship program generally, it is clear that those who work in conjunction with the training Centre are enveloped in questions and an experience relating to peace studies in its richest sense. Interns are surrounded by international pacesetters in NGOs, as well as religious, military and academic leaders. In this regard Dalhousie University, Halifax through its Centre for Foreign Policy Studies is currently cooperating with the Peacekeeping Centre with a series of workshops on peacebuilding and dispute settlement to which university faculty and students are welcomed and joined by government, military and NGO personnel. Some joint ventures in publication have also taken place.

Finally, we would not have a complete picture of peace studies in Canada were we not to mention the untiring work of people like Metta Spencer, recently retired from the University of Toronto and the tireless production by Hanna Newcombe of Peace Research Abstracts in the humble home basement operation known as Peace Research Institute, Dundas. M. V. Naidu continues his dedicated publication of "Peace Research: The Canadian Journal of Peace Studies", a voice emanating from the Canadian Peace Research and Education Association (CPREA) and one of the very few vehicles for Canadian scholars in this area to publish their work. These are the founders and continued supporters of CPREA which, though tiny in numbers, provides a forum for peace research and encouragement to future scholars and teachers of peace studies.

What is promising in peace studies in Canada, therefore, is the determined presence of CPREA and its annual conference of excellent peace research papers, and the burgeoning of new centres for conflict resolution like the University of Victoria's Institute of Dispute Resolution or British Columbia's Arbitration and Mediation Institute and the Justice Institute of B.C. This move to conflict resolution is well described by Bernie Wiebe, Coordinator of the Menno Simons Conflict Resolution program, in a recent personal communication. People at the B.C. Justice Institute he says, "deserve some considerable credit for their work, especially as it relates to the larger field of 'justice'." – "In the same vein", Wiebe continues, "the 'Mediation Services' programme here in Winnipeg...is probably the largest mediation service centre in Canada.

They also run a significant training programme to do with Interpersonal Relations, Mediation Skills Training, Management of Anger, Cross-Cultural Issues,...for which they offer both a Certificate and a Diploma, much similar to the British Columbia institute."

Also encouraging is the excitement registered amongst interns of students attending the peacebuilding workshops, and the creative linkages with faculties like law in Winnipeg or medicine along the lines of McMasters' Peace Committee and its program: "the health-peace initiative" focusing on children from war-torn countries. All the endeavours indicate that there may not be so much a decline in peace studies in Canada as there is a constructive redefinition constituting consolidation of those few efficient and productive structures and a redirection in keeping with the changing times. And in the words of Bernie Wiebe: "Probably we need to find better ways to dialogue with one another and with these related training agencies to stimulate one another in really addressing the larger peace issues in our global village."

WESTERN EUROPE

In North America, peace studies programs have often been initiated on an ad hoc basis in response to crises of the times, such as the Vietnam War and the escalation of the arms race in the 1980s, when faculty and students felt compelled to address issues of pressing social concern. There have been several waves of peace studies program development, beginning after the Second World War and continuing through the 1980s, when hundreds of courses and programs were initiated at colleges and universities in North America. The result is that a "critical mass" of programs has been established, along with journals and academic networks, which has enabled a new field to come into existence.

In contrast, peace studies program development in Western Europe has emerged in a different way. In Western Europe (particularly in the Nordic countries and Northern Europe generally) there is a strong tradition of peace research as distinct in many cases from peace studies (teaching programs). While there are many well-established peace research institutes in Western Europe, there are relatively few teaching programs in peace studies. In North America it is the reverse: many teaching programs and few peace research institutes.

This is perhaps because European universities tend to be more traditional in structure and format and are less flexible and open to innovation than American universities. However, European peace studies programs, where they do exist, tend to be fairly well supported, with their own faculty and sufficient funding to maintain an ongoing academic program, which is often not the case in North America. The strength of the peace research tradition in Europe lends legitimacy to the field, which is still lacking to some extent in North America despite the many courses and programs that have been initiated.

Although the roots of European peace research can be traced at least as far back as the 18th century Enlightenment, the emergence of peace studies as a distinct field in Europe can be said to have come about with the establishment of the first peace research institutes in the late 1950s and early 1960s. The International Peace Research Institute, Oslo (PRIO), and the Stockholm International Peace Research Institute (SIPRI), along with other European peace research institutes, helped lay the intellectual groundwork for the field.

Johan Galtung, the founder of PRIO, is one of the major theorists of

the field, as are other European peace researchers. Galtung was one of the first to use the term "peace research," so in some ways the origins of the field can be traced to Europe. This is not to discount the contribution of North American peace researchers, such as Kenneth and Elise Boulding, who have played a major role in the international development of the field.

While a number of key individuals have helped to bring peace research and peace studies into existence, the emergence of the field has of course been a more complex process involving many different people, programs, and organizations, all working in symbiosis. Support networks like IPRA (International Peace Research Association), COPRED (Consortium on Peace Research, Education and Development), and the PSA (Peace Studies Association) have been critical in this process, and they continue to maintain the momentum of the field. The Peace Education Commission of IPRA has helped to provide an academic network for peace studies in Europe, and the recently founded EUPRA (the European branch of IPRA) will also help to further establish the field.

This part of the report will be organized by country and will focus on the development of peace studies programs, with some mention of peace research institutes where they are linked to teaching programs. There are simply too many peace research institutes in Europe to list here. This will not be a comprehensive directory per se, as that would best be done by computer network, given the rapidity of change and development in the field. A data base of continuously updated information on peace studies programs is needed, and a number of individuals and organizations are working toward that end.

The following description of peace studies programs begins with northern Europe (Norway, Sweden, Finland, Denmark, the Netherlands, the U.K., and Ireland), where much of the early development took place and where the most well-established programs are located. The report then moves on to France, Germany, and Switzerland, where there has been very little peace studies development, and on to Austria, where some new activities are taking place. Lastly, relative newcomers to the field in southern Europe and the Mediterranean region (Spain, Italy, Malta, and Macedonia) will be described. Such a broad overview can of course not hope to be comprehensive but should give an indication of patterns of development in these parts of Europe.

Norway

Norway has the distinction of being the country where peace studies has received much of its initial impetus. The *Journal of Peace Research*, one of the major journals of the field, has been published by PRIO since 1964. The *Bulletin of Peace Proposals* (from 1970), has been a more policy-oriented PRIO journal, later renamed *Security Dialogue*. The research agenda of PRIO is wide-ranging, with three main areas: conflict theory and the study of ethnic conflicts, security and disarmament studies, and military activities and the human environment.

PRIO offers a postgraduate International Summer School course on peace research at the University of Oslo, which draws participants from over 25 countries each year and provides a unique opportunity for cross-cultural peace learning. Although this course has been run successfully for many years, the University of Oslo has not developed a peace studies program. However a peace researcher known for her feminist perspective on peace education is based there, Birgit Brock-Utne. Other than at PRIO and the University of Oslo, there are no peace studies programs in Norway, but Magnus Haavelsrud, another peace researcher long active in the field, is based at the University of Tromsø Institute of Social Science.

Sweden

Peace research institutes and peace studies programs are partly well supported in Sweden. The Stockholm International Peace Research Institute (SIPRI), founded in 1966 to commemorate Sweden's 150 years of unbroken peace, is autonomous but government subsidized, with the Swedish parliament granting it over \$2.5 million per year. Their year-book, *World Armaments and Disarmament* is considered by many to be an essential resource for peace researchers (Rudney, 1989). Others have criticized SIPRI for focusing too much on security issues and "weapons counting" at the expense of other types of peace research.

Three small (essentially one-person) peace research institutes were started in 1971 at the universities of Lund, Gothenburg and Uppsala.

The Lund University Peace Research Institute (LUPRI) was quite productive in terms of research publications during the period 1971–1989 when it was first directed by Håkan Wiberg and later by Jan Øberg. LUPRI is no longer in existence, but some of its activities (such as an undergraduate course in peace and conflict research) have been taken over by the Sociology Department of Lund University.

Two of the most well-established peace studies programs in Europe are in Sweden, at Gothenburg and Uppsala. The Peace and Development Research Institute at Gothenburg University (PADRIGU) has 12 professional staff, all of whom are engaged both in research and teaching, and about 600 students (undergraduate and graduate with 20 Ph.D. students). The Institute currently offers B.A. and Ph.D. degrees. Students can do a B.A. in either Peace and Conflict Studies/World Order Studies or in Development Studies, and then go on for a Ph.D. in Peace and Development Research. The Director of the Institute is Svante Karlsson, and Björn Hettne is Professor of Peace and Development Research.

The Department of Peace and Conflict Research at Uppsala University offers an undergraduate and Ph.D. program, with 200-300 students enrolled each academic year. There is one full professorship (the Dag Hammarskjöld Chair of Peace and Conflict Research), and several associate and assistant professor positions. The two main research areas of the department are 1) the origins and dynamics of conflict and 2) international security issues. The Department has been active in promoting the field of peace research through its publications and activities. For example, the development of the field has been analyzed in *Peace Research: Achievements and Challenges* (Wallensteen, 1988). The department is a member of the transnational secretariat for the Talloires Universities Group which encourages the development of courses on arms control and which has produced a curriculum guide for transdisciplinary teaching on global peace and security.

Finland

Peace research in Finland revolves mainly around the Tampere Peace Research Institute (TAPRI), established by parliamentary resolution in 1970 and operating as an independent institution under the Ministry of Education. Well-known Finnish peace researchers include Jyri Käkönen, current director of TAPRI, Vilho Harle, the former director, and Raimo Väyrynen, based at Helsinki, who was Secretary General of IPRA from 1975 to 1979. In the Political Science Department of the University of Tampere, a Unit of Peace Research and Development Studies was founded in 1980, which works in cooperation with TAPRI and offers graduate and postgraduate training in peace research.

Denmark

The Centre for Peace and Conflict Research at the University of Copenhagen was founded in 1985. Its present name is Copenhagen Peace Research Institute (COPRI). This is a multidisciplinary research institute whose staff spans the fields of history, sociology, political science, international relations, psychology, and philosophy. The primary function of the centre is research, the main areas of which are nonoffensive defense, European and Nordic security, and conversion (from military to civilian technology/resources). The Centre also offers public lectures, seminars, and symposia. The director of the centre is Håkan Wiberg, who was recently a president of EUPRA (European Peace Research Association). Another member of COPRI, Bjørn Møller, is the present Secretary General of the International Peace Research Association.

Denmark has a tradition of "folk high schools," and a model of this kind of education is the International People's College in Elsinore, founded in 1921 on the principles of peace and international understanding. The People's College is an international residential school where people live and work together. Generally there are no entrance qualifications, exams, or degrees at folk high schools, but the People's College does have a diploma course in peace studies. Short courses of 8 to 16 weeks are offered on peace studies, international affairs, ecology, sustainable development, and related topics (Lawson, 1995).

The Netherlands

Some of the European peace research institutes instrumental in launching the field are no longer in existence, such as the *Polemologisch Instituut* (Polemological Institute) of Groningen University in the Netherlands. The *Polemologisch Instituut* was founded in 1961 by Professor Bert Roling, a judge at the Nuremberg trials and the co-founder of IPRA. Bert Roling's field was international law, and there is still a peace research course in that department at Groningen University.

The major Dutch peace research journal, *Transaktie*, formerly published by the *Polemologisch Instituut*, has been taken over by the Institute of International Studies at Leiden University. Also at Leiden is the Center for the Study of Social Conflicts, which has a graduate-level course in peace research, but not a full program. Other universities in the Netherlands offering peace research and peace studies courses are the Free University of Amsterdam, which has a peace research course; the

University of Utrecht, which has a Chair of Human Rights and a course on peace education in the Social Sciences Department; and the Catholic University of Nijmegen, which has a Center for Peace and Conflict Studies (founded in 1967 and directed by Dr. Leon Wecke).

Belgium

A unique educational center, similar to the International People's College in Denmark, is the Université de Paix in Namur. It was founded in 1960 by Father Dominique Pire, who won the Nobel Peace Prize in 1958 for his work on behalf of refugees. He used part of the prize to establish this centre, where people come together from all parts of the world for short courses on themes such as nonviolence, pacifism, and peace pedagogy. Teaching and learning at the Université de Paix is based on interpersonal dialogue, as described by Dominique Pire in his book *Building Peace* (1967). The Université de Paix also runs a research and documentation center.

Because of the division of Belgian universities into separate Flemish and French-speaking systems, efforts to establish peace research (and peace studies) have been fragmented. Two programs on polemology are offered at the Free University of Belgium, the Centrum voor Polemologie at the Vrije Universiteit (Flemish) and the Groupe de Polémologie at the Université Libre (French). The Flemish program offers courses on polemology and international relations, while the French program concentrates on sociological research on peace, social movements, and war prevention.

United Kingdom

The United Kingdom, along with Sweden, is where most of the peace studies development in Europe has taken place. Existing programs are in England and Northern Ireland, with no university peace studies programs as yet in Scotland and Wales. Atlantic College in Wales offers a peace and conflict studies program, but that is for secondary school students.

The Department of Peace Studies at the University of Bradford in the north of England is the largest and most comprehensive of its kind in the world, offering B.A., M.A., M.Phil., and Ph.D. degrees. Founded in 1973 as a result of an initiative by the Religious Society of Friends (Quakers), the Department now has 19 members of academic staff, and about 300 students (200 undergraduate, about 40 in the two M.A.

programs of Peace Studies and International Politics/Security Studies, and around 50 research students in the doctoral program). The current Head of the Department is Prof. Paul Rogers, well-known in Britain as an expert on British defense policy, arms control, and disarmament.

The research and teaching of the Department covers three main areas: conflict resolution, social change, and international security. The Centre for Conflict Resolution, a research unit in the department, runs a range of practical programs, including mediation training in areas of conflict such as the former Yugoslavia. The department's work on social change includes programs on Latin America, Africa, the Middle East, Eastern Europe, and South Asia (e.g., the Gandhian movement in India), addressing issues related to development, nonviolence, and social alternatives. The international security area includes a range of topics such as the study of arms transfers, control of nuclear and biological weapons, environmental security, and security based on economic cooperation and justice between North and South. The Department also offers two external M.A. degree programs at Birmingham (based at Woodbrooke College) and in London.

Woodbrooke College (one of the Selly Oak Colleges in Birmingham) is funded and run by Quakers. It is structured as an in-service adult education facility, offering programs to the general public on nonviolent conflict resolution. One of these is an 11-week course on "Working with Conflict"—an intensive, international course for people working for development, human rights and peace in situations of instability and conflict.

The peace research community in Britain is not as extensive as it is in Scandinavia, but one center that did grow out of the peace research tradition is the Richardson Institute for Conflict and Peace Research at the University of Lancaster, founded in 1959. It is named after Lewis Fry Richardson, a pioneer of peace research who did studies on arms races and wars in the early 1900s. The Institute is small, but offers M.A. and Ph.D. degrees, and has had an important impact on the field through its publications, which include *A Reader in Peace Studies* (Smoker, Davies, & Munske, 1990), a basic text often used in introductory peace studies courses. The former director of the program, Paul Smoker, was recently Secretary General of IPRA.

Another peace studies program in the U.K. offering M.A. and Ph.D. degrees is the International Conflict Analysis Program of the University

of Kent at Canterbury. The course work, carried out over three terms, is organized around three main themes: 1) Theory of Conflict, 2) Modes and Practice of Conflict Resolution, and 3) Methodology of Research. Case studies are analyzed in the light of various theoretical approaches and students are introduced to different types of negotiation and mediation practices, with an emphasis on third-party intervention. Diplomats, practitioners and visiting scholars take part in a weekly seminar program with the students.

At the Institute of Education at the University of London, efforts are underway to establish a diploma course on conflict resolution and an M.A. in education for international understanding and peace. Also associated with the Institute of Education is the International Institute of Peace Studies and Global Philosophy. This institute has three main functions at present: 1) networking and information-sharing (through publications such as "Peace and Global Education News"); 2) organizing lectures and study courses, such as a seminar series held at the House of Lords on peace and conflict issues; and 3) mediation, conflict resolution, nonviolence and peacebuilding programs in selected schools, organizations, and communities.

In Northern Ireland, Magee College of the University of Ulster offers a B.A. in peace and conflict studies and a postgraduate diploma/M.A. in peace studies. The B.A. is a four-year interdisciplinary course on problems of peace and conflict, with a focus on interethnic conflict, including the conflict in Northern Ireland. In addition to a broad background in history, politics, and sociology, students are given practical skills training, and a 20-week work placement with a relevant agency or organization is required. The M.A. course, offered in association with the University of Limerick, focuses on conflict resolution and peacebuilding in divided societies. Combining theory and practice, it is designed particularly for those working in areas of conflict such as Northern Ireland. Also at the University of Ulster is a Centre for the Study of Conflict and a newly formed United Nations University program in conflict resolution and ethnicity.

Ireland

The Irish Peace Institute, located at the University of Limerick, was established in 1984 as an independent nongovernmental organization sponsored by the University of Limerick, the University of Ulster, and

Co-operation North, an organization which promotes North-South co-operation in Ireland. Its aim is to promote education, research, and training in conflict resolution and in the "development and management of people-to-people co-operation programs." The work of the Institute focuses on the Northern Ireland conflict, North-South co-operation in Ireland, Anglo-Irish relations, European integration and international co-operation. An M.A. degree (described above) is offered by the University of Ulster in association with the University of Limerick. The Institute also sponsors post-doctoral fellows, supports research, and organizes youth conferences and study tours.

The Centre for Peace Studies at the Irish School of Ecumenics in association with Trinity College, Dublin offers an M.Phil. and Diploma course in peace studies. The program is designed to provide an understanding of the international system and of the problems of war, violence, and conflict resolution between and within nation states. A particular aim is to relate scholarly research across a wide range of topics to the role of human agency and moral choice in the construction of the international order. The program also offers a sabbatical program in peace studies and an adult education program leading to a certificate in peace studies.

France

In France, there are no university-based peace studies programs and very little peace research. Two centers involved in peace research are the Centre Interdisciplinaire de Recherches sur la Paix et d'Etudes Stratégiques (CIPRES, Interdisciplinary Center for Peace Research and Strategic Studies) in Paris directed by Alain Joxe, and the Institut de Recherches sur la Résolution Non-Violente de Conflits (Research Institute on the Nonviolent Resolution of Conflicts) in Fontenay-sous-Bois, which does work on civilian-based social defense.

Germany

Germany has a strong peace research tradition, with a plethora of peace research institutes but very little in terms of teaching programs in peace studies. The former government-funded German Society for Peace and Conflict Research (Deutsche Gesellschaft für Friedens- und Konfliktforschung, DGFK), founded in 1970, was dissolved in 1983 when the new conservative government terminated its activities. The AFB (Arbeitsstelle Friedensforschung Bonn) has taken on the information and networking

activities of the Society, publishing "AFB-INFO: Newsletter of the Peace Research Information Unit, Bonn" which is an important source of updates on program development throughout Europe. Tübingen University is one of the few in Germany offering peace studies courses, and the Association for Peace Pedagogy is also based there.

Switzerland

Being the headquarters for UN agencies, international organizations like the Red Cross, and peace organizations of long standing, like the Women's International League for Peace and Freedom (WILPF), Geneva offers fertile ground for peace studies, but there is little on offer. UNIDIR (UN Institute for Disarmament Research) and the Pugwash Conference on Global Problems are also based there. The only Institute offering peace studies is the Geneva International Peace Research Institute (GIPRI). GIPRI offers a Diploma summer course on problems of peace, with an emphasis on human rights, security, and disarmament.

Austria

One of the most rapidly developing new centers for peace studies in Europe is the European University Center for Peace Studies (EPU) in Stadtschlaining, Austria, which is funded by the Austrian government. In 1988, UNESCO endorsed the establishment of the EPU, and it had its first pilot semester in 1989. It now offers several courses of study in its advanced international program on peace, security, development and conflict resolution, including a certificate, practitioner, and M.A. program in peace and conflict studies. Students and course lecturers are drawn from many different countries and the program aims to provide a "transnational perspective." Lecturers include many prominent peace researchers, such as Johan Galtung and Håkan Wiberg. Faculty members have recently initiated a branch of the EPU in Spain.

The EPU works in cooperation with the Austrian Study Center for Peace and Conflict Resolution (ASPR), founded in 1988 and based in the castle at Stadtschlaining. One program run jointly by ASPR and the EPU is the International Civilian Peace-keeping and Peace-building Training Program designed to train civilians in the kinds of skills outlined by the former UN Secretary Boutros Boutros-Ghali in his "Agenda for Peace." Resource persons in the program have relevant experience with the UN and nongovernmental organizations.

Spain

Spain is a relative newcomer to peace studies, largely because, under the Franco regime, social sciences with a critical orientation were suppressed. Until the early 1980s, there were only a handful of individuals in academia working on war/peace issues. When peace research did emerge, it came out of a culture of resistance and is still strongly linked to the peace movement.

In Madrid, the Centro de Investigacion para la Paz, founded in 1984, carries out peace research on a range of topics including economic alternatives to militarism, and it operates a mobile Bertrand Russell peace library. In Barcelona, there is a peace research institute (CIDOB Center for International Information and Documentation), and a private Universitat International de la Pau which runs an "Education for Peace" seminar.

At the University of Granada, a multidisciplinary peace research center was recently established by Maria Luisa Espada, a professor of international law, and there is a new Ph.D. program there, directed by Francisco Munoz, the Seminario de Estudios sobre la Paz y los Conflictos. A peace studies program on the philosophy of peace has also recently been established at Jaume I Universitat in Castello.

One peace research institute in Spain with a unique history is the Gernika gogoratuz/Grupo de investigacion por la paz (GGG) founded in the Basque city of Guernica in 1987. The Basque name translates as "remembering Guernica," recalling the destruction of the city by German bombers in support of Franco during the Spanish Civil War. It is a symbol of peace and reconciliation in an area of Spain torn by civil strife (ETA Basque separatist movement). Historical research, studies on nationalism, and conflicts between Christian and Islamic cultures are included in the research agenda. The institute has initiated a Ph.D. program in conflict psychology at the University of Basque Provinces.

EPU-Spain concentrates on university-level programs and courses in peace research and peace education that are mainly for postgraduate students who aspire to careers in or are already working in such fields as science, education, government, culture, economics, and international management. Undergraduate students with an interest in peace studies are also encouraged to apply for the program. The student body is an international one, with students generally coming from many different countries. Below is a list of courses that have recently been offered at

EPU-Spain: "Introduction to Peace and Development Studies"; "War, Technology and Society"; "Peace, Culture, and Communication"; "Gender and Peace", "Philosophy and Peace"; "The European Union, Global Security, an Development"; "Peace in Europe: Practical Problems and Moral Dilemmas." EPU courses in Spain are held in the small resort city of Benicassim, 50 miles north of Valencia.

Like the European University Center for Peace Studies in Austria, EPU-Spain offers scientific education and professional training in the interdisciplinary field of peace studies. EPU-Spain offers courses from the same catalog of courses developed in Austria and utilizes the same diverse international faculty with all teaching done in English. Participants will therefore gain specific scientific qualifications in the areas of peace, security, and development as well as enhance their abilities and skills for practical conflict resolution with peaceful means.

Italy

Peace research in Italy is not well funded, and although seminars and lectures are held at some of the research institutes, there are no peace studies programs per se. Of the numerous small peace research institutes throughout Italy, only two are university based, the Gruppo di Studio su Armi e Disarmo at the Catholic University of Milan, which focuses on the arms race and disarmament, and ISODARCO, the International School on Disarmament and Research on Conflicts at the University of Rome. Based in the Physics Department at the University of Rome, ISODARCO is a scientific organization supported by academics associated with the Pugwash movement which organizes peace and conflict resolution conferences, with particular reference to the Mediterranean region.

Malta

The University of Malta has a few peace studies courses while an independent Foundation for International Studies in Valletta, Malta's capital, has an Institute for Peace and Conflict Studies and an Institute for International Affairs. The Foundation seeks to pursue, instill, and promote dialogue among nations. It is active in global, European, and Mediterranean issues, with particular reference to the oceans, the environment, future generations, islands and small states, and social science networking in Europe and the Mediterrean. This Foundation has published several volumes with peace studies themes and in 1994 hosted the 15th General

Conference of IPRA which indicates its standing in the peace research community.

Macedonia

Professor Olga Murdzeva-Skarik, from the Department of Psychology, has established a Balkans Peace Studies Center at the University of Skopje in Macedonia. A campus planning council has been established to prepare an academic program and encourage participation. The center has sent some students to Notre Dame, United States for advanced work in peace studies, while other students and the director have attended short courses at the European University Center for Peace Studies in Austria. Almost 200 books in English plus video and audio tapes have been given to the center library. The center has been supported by the Soros foundation and various European peace groups.

CONCLUSION

The growth of peace studies programs in Canada, the United States, and Western Europe indicates a concern for the future of this planet. Faculty at various colleges and universities are attempting to use their professional skills to educate students about the causes of war and point out various alternatives to violent behavior. These programs, which allow professors to concentrate their expertise on important issues of domestic and international conflict, vary considerably as to their scope and structure. Traditional programs which focus on the study of treaty arrangements, alliance systems, deterrence theories, and the study of war between sovereign nations-states have been completed with newer programs focusing on the interactions of individuals and subnational groups that cut across the boundaries of nation-states. The traditional programs are rooted in concepts of collective security, diplomacy, negotiation, strategic management, and arms control, while the newer approaches emphasize the behavior of individuals, communities, and nongovernmental organizations.

An interesting recent development for peace studies is the advent of electronic communications. A peace studies bulletin board established by Robin Crews at the University of Colorado at Boulder allows peace scholars around the world to communicate easily with each other and share news. This bulletin board has three directories to conflict resolution resources available via computer networks and can be accessed by gopher—csf.colorado.edu. The bulletin board allows for courses and discussions on peace related topics. You can subscribe to it by sending a message with the words SUB PEACE followed by your first name and your last name to listproc@csf.colorado.edu.

Further effort needs to be placed into generating a core academic content for peace studies programs that would spell out required readings and key concepts. So far, there is little agreement about basic texts for peace studies courses. Two basic introductory peace studies texts have recently been written. They are *Introduction to Peace Studies* by David Barash (1991) and *Realizing Peace: An Introduction to Peace Studies* by Thomas Keefe and Ron Roberts (1991). A popular reader, *A Peace Reader*, has been produced by Fahey and Armstrong (1992). Another text that is often used in introductory peace studies courses is *A Reader in Peace Studies* (Smoker, Davies, & Munske, 1990).

Although student enrollment in peace studies programs is quite small (typically no more than twenty students on a campus), these programs allow a dedicated core of students to study a field that is of intense importance to them.

What draws people to peace studies is more than an intellectual interest—it is a genuine concern for problems of violence and injustice, and a desire to find ways of acting on these concerns. (Rank, 1993a, p. 8.)

In a violent world peace studies provides the opportunity for both faculty and students to contribute to creating a better future by generating non-violent alternatives to violence.

Students with degrees in peace studies follow a variety of interesting career paths. Many go on to graduate school. Some go immediately after college to work in a variety of volunteer programs, like VISTA or the Lutheran volunteer corps, where they pick up organizing, lobbying, mediation, and human relations skills that complement the peace theories they acquired in college. Peacemaking careers fall into the areas of arms control, foreign policy, human rights, social and economic justice, environmental protection, law, journalism, government, the United Nations and its affiliates, the Peace Corps, and private international voluntary organizations, like the International Fellowship of Reconciliation. Many work in the field of education, at college or universities that have peace studies programs, in counseling, in public and private elementary and secondary schools, and in training institutes. There is increasing demand in the United States for people trained in mediation to work in civil courts to help adjudicate disputes. Peace studies majors seek jobs directly related to the pursuit of peace, social and economic justice, ecological balance, and democratic participation, although there is not much money in these fields. Many graduates in the field of peace studies are employed by the various branches of the peace movement in struggling organizations that do not provide much income security.

Although this essay suggests a rich array of peace studies programs and course offerings, the future of peace studies is still somewhat tentative. A few colleges and universities have been able to raise endowments to support these programs, but at the end of the twentieth century in the United States colleges and universities are cutting back on their course offerings. Financial difficulties on college campuses make it hard for

institutions to provide the kind of support that would make these programs a permanent part of the college curriculum. Most of the peace studies courses described in this study rely upon the voluntary efforts of faculty who need release time so they can advise students, generate new courses that respond to the multifaceted problems of violence, and research the serious dilemmas or questions raised under the heading of peace studies. Many peace studies faculty also spend time working with peace organizations in their communities. Such efforts at peacebuilding provide important insights into the struggle for peace and help build a support base for academic peace studies programs, but pull a researcher away from the library and place further restriction on that faculty member's time. Institutional support needs to cover the day to day maintenance tasks—publishing flyers, bringing in speakers, promoting the program, raising funds, circulating newsletters, etc.—that give a peace studies program both an identity and a vitality on campus. Without institutional support these programs rely too much on the good will and dedication of a few select faculty members who can easily become “burned out” as they try to juggle peace studies with their existing commitments. Many of the programs described in this text depend upon the dedicated efforts of one faculty member. As the twentieth century draws to a close, there is a danger that many of these peace studies courses and programs will disappear as faculty who were attracted to peace studies as a result of the war in Vietnam or the nuclear threat retire. Without an energized peace movement demanding that attention be paid to problems of violence, there is a danger that professors will continue to support the violence of the status quo. Universities and colleges are run by a conservative inertia that supports traditional academic programs and does not reward scholars who dedicate their lives to the promotion of peace.

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